

# Baton Rouge Community College

## *Academic Affairs Master Syllabus*

Date Approved or Revised: August 8, 2008

Course Name: English Composition II  
Course Number: ENGL 102

Lecture Hrs. 3

Lab Hrs. 0

Credit Hrs. 3

**Course Description:** Continues strategies learned in English 101. This course emphasizes practice in the processes of academic and applied writing.

**Prerequisites:** ENGL 101

**Co-requisites:** None

**Suggested Enrollment Cap:** 20

### Course Objectives:

- Use writing and reading for inquiry, learning, thinking, and communicating
- Explain the relationships among language, knowledge and power
- Interpret different rhetorical situations and respond with appropriate genres
- Use writing processes that reflect invention, inquiry, revision, and editing
- Interpret, evaluate, integrate and document information gathered from primary and secondary sources
- Apply conventions for cultural, academic, and professional communities

### Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Use a variety of methods to argue effectively: logic and reason, empathic understanding, appeal to feelings and concerns (learn to analyze denotative and connotative definitions as well as logical reasoning)
- Modify an argument for a specific audience
- Write a precise argumentative thesis
- Defend that thesis with sufficient and logical support developed from outside sources, personal experience, and class discussions
- Integrate and document research
- Analyze your own arguments and those of other writers
- Identify fallacies and avoid using them
- Evaluate various sides of an issue, employing critical thinking skills
- Write in standard edited English, free from major lapses in usage, mechanics, and spelling

**General Education Learning Outcomes:** This course addresses the following General Education Learning Outcomes. Students will:

- demonstrate the ability to think critically, which includes collecting facts and making decisions based on them, comprehending and analyzing texts, and solving problems using methods of critical and scientific inquiry
- communicate effectively using standard written English
- use computer technology to access, retrieve, process and communicate information
- examine and identify cultural, ethnic, and gender diversity
- apply core values in making ethical, personal, social, and professional decisions

**Assessment Measures:**

- Final instructor-designed and/or departmental assessment.
- Students must maintain a folder with all graded essays and drafts to be submitted at the end of the semester, if requested by the department.
- Four to six writing projects in a minimum of three genres. The students should write at least 5000 words, evaluated either as individual projects or as a portfolio. Projects and/or portfolios will be graded with a departmental rubric.
  - A project may take several class periods to complete and include various reading, writing, and research assignments. Writing assignments may include journal entries, write-to-learn exercises, paraphrases or summaries, or researched materials.
  - Examples of these genres include academic essays, reviews, research reports, and proposals.
  - At least one project must be an argumentative essay.
  - At least one text from one of these projects should be approximately 1250 words. This text should require significant research, including library research.
  - Students' work should include at least one oral presentation and/or technological component as a part of the project (e.g. PowerPoint, poster presentation, post to discussion board, blog, etc.)
  - Coursework should require students to work collaboratively on at least one project through such activities as peer response groups, collaborative research projects, or corporate texts.

**Information to be included on the Instructors' Course Syllabi:**

- **Disability Statement:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
- **Grading:** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor's and/or the department's policy for make-up work. For example in a speech course, "Speeches not given on due date will receive no grade higher than a sixty" or "Make-up work will not be accepted after the last day of class."
- **Attendance Policy:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.

- **General Policies:** Instructors' policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
- **Cheating and Plagiarism:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
- **Safety Concerns:** In some programs this may be a major issue. For example, "No student will be allowed in the safety lab without safety glasses." General statements such as, "Items that may be harmful to one's self or others should not be brought to class."
- **Library/ Learning Resources:** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

## Expanded Course Outline:

- I. Writing and reading in cultural, academic, and professional communities
  - a. Writing and reading as a tool for inquiry, learning, thinking and communicating
  - b. The relationships among language, knowledge, and power
- II. Rhetorical situations and genres
  - a. Writing purposes
  - b. Audience including appropriate voice, tone, and level of formality
  - c. How genres shape reading and writing
  - d. Using technology and/or formats to complete a range of rhetorical tasks
  - e. Apply knowledge of genre conventions ranging from structure, paragraphing, and mechanics to tone
- III. Developing a writing process
  - a. Develop flexible, recursive strategies for generating and gathering ideas, revising, editing, and proofreading, being aware that it usually takes multiple drafts to create an effective text
  - b. Collaborative and social aspects of writing processes including balancing the advantages of relying on others with the responsibility of doing one's part
  - c. How to critically read and critique drafts
- IV. Research methods
  - a. Finding, evaluating, analyzing, and synthesizing information from primary and secondary sources
  - b. Research strategies (interviews, surveys, texts, online sources, etc.)
  - c. Integration and documentation of sources